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ABSTRACT

A project is reported which developed a Pennsylvania State University bachelor of science degree program in health occupations teacher education to qualify persons to teach at secondary and postsecondary levels. The growth in health occupations and the general need for teachers are traced. Results of two background surveys are reported: a survey of state supervisors of health occupations education to determine status of such teacher education programs (response of thirty-three states, eleven of which offer programs); and review of Pennsylvania constraints on administration and operation of programs through the State Board of Education, national registries or certifying boards, and state boards which regulate mandatory licensure. To document the need for the program the status of present Pennsylvania secondary and postsecondary health occupations education offerings is summarized, and program goals are examined in relationship to the Pennsylvania State University Academic Policy Plan and the Master Plan for Higher Education in the state. Finally, the plan itself is presented: objectives, admission requirements, outline of baccalaureate degree requirements (46 credits) and requirements for the major (81 credits), and discussion of program administration. A final note indicates that the proposed curriculum has received the approval and support of the Division of Occupational and Vocational Studies and is currently being reviewed by the College of Education prior to submission to the University Senate. (JT)

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FINAL REPORT

THE DEVELOPMENT OF A MODEL FOR A HEALTH OCCUPATIONS EDUCATION DEGREE PROGRAM

THE PENNSYLVANIA STATE UNIVERSITY
DEPARTMENT OF VOCATIONAL EDUCATION

Elizabeth M. Ray
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Pennsylvania Department of Education
Bureau of Vocational Education
Project No. PDE 86-8822

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CHAPTER I

BACKGROUND OF THE STUDY

Introduction

Health services are evolving from a fundamental need to a basic right. As the nation attempts to increase the quantity and quality of health services, the need for persons to provide these services increases dramatically. The number of health occupations has increased and continued growth is predicted for the future as the emphasis of health care delivery systems shifts from health crisis treatment to health maintenance treatment. In 1976, the Bureau of Labor Statistics estimated the number of health occupations at 600, a gain of 150 since 1974. In 1970, the United States Department of Labor reported more than three and one-half million people employed in health related occupations. For every physician currently there are 15 trained health personnel working in the field, and by 1980, that ratio will reach approximately 20 to 1 (Frey, 1973). Zawadski (1974) pointed out that an increase of up to six million persons employed in health services is expected by 1980.

One method of presenting supply and demand for occupations in the United States is to account for the total job openings and percentage of growth in a given period. Between 1974 and 1985, practical nursing is listed in the top twenty occupations both in total job openings and percentage of growth according to the Department of Labor and Industry (1976). In addition, the Department noted that therapy assistants, health record technicians, and dental assistants are listed in the top 20 occupations in the percentage of growth. Employment will rise in response to expanding

public and private health insurance plans and growth in the aging population. As people live longer, they are more susceptible to chronic diseases resulting in the need for more health care services.

Vocational education has assumed the responsibility for training personnel to provide these needed health services through health occupations education (HOE). Health occupations education was mentioned first in federal legislation in the George-Barden Act of 1946 which provided funds for teaching practical nursing. Not until the Health Amendment Act of 1956, however, were health occupations established as a new program within vocational education. The Vocational Education Act of 1963 authorized funds for the construction of area vocational technical facilities which resulted in the expansion of vocational education throughout the nation as well as Pennsylvania.

Vocational education in Pennsylvania expanded rapidly between 1963 and 1976. According to data prepared by the Bureau of Vocational Education, substantial growth was due, in part, to the development and expansion of area vocational technical schools and community colleges across Pennsylvania. The Bureau reported the number of secondary vocational education students increased 500 percent during this same period. In the six year period from 1971 to 1977, the enrollment in health occupations exhibited the largest percentage increase nearly tripling in size due to the increased demand for workers in the health care industry (The Pennsylvania State Advisory Council on Vocational Education, 1977). The demand for workers still exists today, according to the Department of Labor and Industry (1976), and is expected to rise by 31.6 percent or 96,705 jobs in health occupations by 1985. Can Pennsylvania meet the

demands for health care workers by providing an increased number of training programs which, in turn, will necessitate a need for competent instructors?

Need for Study

Health occupations education is concerned with the training of people for health care practice at levels requiring less than a baccalaureate degree; it is estimated that 80 percent of the people now employed in the nation's health care system are prepared at this level. The need for people at this level creates an urgent and increasing demand for qualified persons to provide training--professionals in health care specialties who have credentials qualifying them for faculty positions in area vocational technical schools, hospital based schools, and community colleges.

Recently, two studies were completed by The Pennsylvania State University to determine the present status of teachers in health occupations education. Borkovich and Welch (1975) investigated Pennsylvania's status in secondary health occupations education through a survey questionnaire to the 505 public school districts and the 74 area vocational technical schools. The authors found that

1. there will be a 45 percent increase in health occupations education programs by 1980;
2. fifty additional teachers will be needed by 1980 to meet the demand for additional programs;
3. fifty-four of the 92 instructors responding to the survey indicated the need to continue their education; and
4. there is going to be a high replacement factor for those teachers presently employed due to an average age in the 40's (pp. 55-58).

On the premise that health occupations education will be only as effective as those who teach it, the second study by Hole and Cole (1977) identified present methods of preparation and certification, and assessed the educational needs of respondents. The survey of secondary and postsecondary health occupations education programs in Pennsylvania resulted in three conclusions by the authors:

1. Secondary health occupations teachers are not required to have a baccalaureate degree but must be certified to teach. Permanent certification requires 60 credits, 24 in professional education and 36 in general education.

2. At the postsecondary level, most individuals are teaching in practical nursing programs and are required to have a baccalaureate degree. There are no certification requirements at the postsecondary level.

3. Eighty-six of the 237 respondents did not have a baccalaureate degree while 157 of the respondents surveyed expressed an interest in participating in a health occupations teacher education program (pp. 22-23).

Hole and Cole further concluded that there is an unmet need for personnel development in health occupations education; thus, the responsibility of colleges and universities to develop and organize teacher education programs appears critical.

Pennsylvania mirrors the national concerns in health occupations education. At a conference on new educational curricula for subprofessional personnel in health services, Nangle (1967) recommended increased effort to prepare health occupations education teachers. Similar concerns were expressed by Holloway and Kerr (1969) and Holloway and Bailey (1971). At the National Invitational Conference held in Oklahoma City in 1974, many renowned future direction for development of efficient and effective teacher education programs. Powers (1974) appeared to summarize the consensus of the group in noting the need for increased collaboration between education and the health field to produce good teachers.

CHAPTER II

METHODS AND PROCEDURES

This project was designed to meet Goal VII of Pennsylvania's Five Year Plan for Vocational Education:

> Strengthen the development and implementation of comprehensively planned programs to meet the needs of and demands for competent professional vocational teachers, counselors, supervisors, and administration.

The objectives were to:

1. develop a model degree program for health occupations educators,
2. develop supportive materials for introducing the program into the university system,
3. provide visibility to health occupations education through approval and use of the Health Occupations Education prefix,
4. develop a program delivery plan to persons employed in health occupations, and
5. conduct seminars and workshops.

Purpose

This project focused on the development of a model health occupations teacher education curriculum to address the need for teachers of health service providers. Pennsylvania, like the nation at large, will need to provide increased health services to its citizens as well as to prepare more health occupations education teachers. The studies by Borkovich and Welch (1975) and Hole and Cole (1977) appear to support the need for such a program and this project will propose a curriculum to meet the educational needs of the health occupations education teacher.

Survey of Health Occupations Teacher Education Programs

To determine the status of health occupations teacher education programs at the national level, letters were sent from the Division of Occupational and Vocational Studies to all state supervisors of health occupations education. Of the 33 states who responded, 11 offer a health occupations teacher education program and two are planning a program currently.

The program offerings vary from state to state. States offering health occupations education under Vocational Technical Education, Vocational Teacher Education, or Vocational Education Technology include Colorado, Florida, Illinois, Nebraska, Kansas and Vermont. Kentucky and Oklahoma offer programs under Allied Health Education or Allied Health Services with the latter state offering two certificates, one in public school, the other in medical institutions. Michigan offers a degree in Occupational Education and Indiana offers one in Allied Health Services but both are within the College of Education. Iowa offers health occupations education under the College of Liberal Arts.

Within the health occupations education programs, competency credit allowed for the health specialty varied from 0 to 60 with licensure or certification required by all programs. The number of years of experience required in the health specialty varied from zero to three.

Of the 11 states offering health occupations teacher education programs, Indiana is the closest state tc Pennsylvania. Pennsylvania does not offer a health occupations teacher education program, and it

does not appear reasonable that Indiana can supply teachers for both states or that persons interested in such a degree would travel to Indiana from Pennsylvania.

Pennsylvania Health Occupations Education Programs

Pennsylvania places certain constraints upon the administration and operation of health occupations education programs by a number of agencies at both the secondary and postsecondary levels:

1. The Pennsylvania State Board of Education which requires vocational certification of teachers in all secondary health occupations education programs;

2. National registries or certifying boards which have established educational criteria and standards for approval of programs which qualify graduates to be registered or certified by a national basis; and

3. State boards which regulate mandatory licensure within the state and therefore are empowered with the responsibility of approving and supervising the schools and/or programs preparing the practioners.

The following chart depicts a listing of the most common health care occupations at the secondary level and the teacher qualification required by the Pennsylvania Department of Education.

HEALTH OCCUPATION / TEACHER	Registered Nurse	Certified Medical Asst.	Registered Medical Lab. Technologist	Registered X-ray Technologist	Dental Hygienist	Certified Dental Lab. Technician	Certified Dental Asst.	Home Economics Certification
Medical Assistant	X[1] or	X[2]						
Nurse Aide	X[1]							
Medical Laboratory Asst.			X[2]					
Radiological Assistant				X[2]				
Dental Assistant	X[1,3]	or			X[2]	or	X[2]	
Dental Laboratory Asst.						X[2]		
Health Assistant	X[1]							
Home Health Management Asst.[4]	X[1]			AND				X

1. One year of staff experience and enrolled in appropriate teacher education institution

2. Two years of documented experience and enrolled in appropriate teacher education institution

3. One year of documented experience in a dental office as a dental assistant

4. Teachers providing instruction in this course represent two areas of specialization; one with health assistant certification, one with home economics certification.

A number of postsecondary health occupations education programs operate throughout the Commonwealth. Foremost among these is the practical nursing program. Rules and Regulations for Practical Nursing, published by the State Board of Nurse Examiners in 1972, list the following faculty qualifications:

1. Graduation from an approved school of professional nursing;
2. Current registration as a professional nurse in this Commonwealth;
3. A baccalaureate degree, preferably in nursing, with additional preparation for teaching appropriate to the teaching of practical nursing. The less qualified faculty shall have a specific plan for completing work towards a baccalaureate degree with evidence of consistent effort toward completion of the plan;
4. Experience and skill in the practice of nursing; and
5. Nursing experience involving direct patient care or teaching experience within two years of employment. The faculty shall give evidence of maintaining expertise in the clinical and functional areas of responsibility.

Secondary teachers must be certified in their specific area in order to perform their professional duties in the public school system. Most states require teacher education institutions to meet specific criteria for program approval. In Pennsylvania, program approval includes the following criteria:

1. Be approved as a baccaluareate or graduate degree granting institution by the Pennsylvania Department of Education,
2. Be evaluated and approved as a teacher preparing institution to offer specific programs leading to certification in accordance with procedures established by the Secretary of Education, and
3. Report to the Secretary of Education, for approval, all planned changes in previously approved programs ninety days prior to the implementation of the planned changes (Department of Vocational Education, 1973, p. 2).

Applicants for certification must have completed, in addition to the legal requirements, a program of teacher education approved by the Secretary of Education and have the recommendation of the preparing institution. There are three types of certificates issued for teaching in vocational education: Intern, Instructional I, and Instruction II. The Vocational Intern Certificate is issued to an applicant having assurance of employment by a school district, and, who in addition to meeting all legal requirements, can present evidence of

1. sufficient employment experiences beyond the learning period to establish competency in the occupation to be taught,
2. successful completion of the occupational competency examination or evaluation of credentials for occupations where examinations do not exist,
3. enrollment by a teacher education institution in an approved program leading to the Vocational Instruction I Certificate, and
4. recommendation for the certificate by the institution holding such approval (Department of Vocational Education, 1973, pp. 9-10).

The Vocational Instructional I Certificate (Provisional) is issued for a three year period to the applicant who has met the conditions of the Vocational Intern Certificate and has completed 18 semester credit hours in an approved program of vocational education in the appropriate vocational field. The certificate may be renewed for an additional four years upon the completion of an additional 18 semester credit hours of study in an approved program in the appropriate field of vocational education.

The Vocational Instruction II Certificate (Permanent) is issued to the applicant who has completed three years of satisfactory teaching

on a Vocational Instruction I Certificate and, in addition, has completed a total of 60 semester credit hours in an approved program in the appropriate field of vocational education.

Teachers in both secondary and postsecondary health occupations education must have a baccalaureate degree or be enrolled in an appropriate teacher education institution. Hole and Cole (1977) identified 158 of 237 secondary and postsecondary teachers surveyed who had an interest in participating in a health occupations teacher education program. Thirty-two percent of the teachers did not respond to the survey. In addition, Borkovich and Welch (1975) identified the need for 50 secondary teachers in new and expanding programs from 1975 to 1980. The report did not take into consideration the replacement of teachers (average age in the 40's) or the 20.6 percent of school districts that did not respond to the survey.

CHAPTER III

A MODEL HEALTH OCCUPATIONS EDUCATION CURRICULUM

Status in Pennsylvania

The Pennsylvania Department of Education reports that Pennsylvania does not have a Health Occupations Teacher Education Program. The Department's support for the establishment of a Health Occupations Education Program is evident because of its willingness to provide financial support to develop the program. The Pennsylvania State University is one of four universities in the Commonwealth that meets the Pennsylvania Department of Education's center plan requirements. Basic funding for a program in health occupations education is available through the center plan and competition from other teacher education programs in health occupations is not expected.

The Pennsylvania State University

The commitment to vocational education is a tradition which extends from the founding of The Pennsylvania State College as a land-grant institution in 1855 to the present. The land-grant mission of instruction, research, and service remains the major area of concern and effort.

Vocational programs at all levels at the University endorse and actively support the College of Education's Mission Statement. In part, the statement reads that the College of Education is committed to:

5. the institution of programs which involve the preparation of individuals for a broad spectrum of education roles, and

10. collaboration with school systems, governmental and community agencies, and business and industry, in developing, planning, and implementing educational experiences and research leading to new curriculum, in modifying current undergraduate and graduate degree programs, in creating extended degree programs, in generating specialized non-degree experiences, and in seeking new sources of support for research (Pennsylvania State University, College of Education, Statement of Mission, 1976 from the College Record, Appendix A, November 1977).

The Academic Policy Plan noted that the Carnegie Commission's recommendation of "less time, more options" must be taken seriously. Penn State shall develop a range of options by which students can complete the baccalaureate degree in some instances in three years, and in others by extending the period of study to more than four years (p. 57). The plan suggests alternatives that need to be used more extensively such as credit by examination, college credit for work taken in high school, selective work experience, and travel. The plan also noted that student competency, wherever and however acquired, should be evaluated irrespective of the manner or location in which the learning took place. Three principles stand out clearly: (1) educational experiences outside of formal classes should be evaluated for their educational worth; (2) students should have access to a variety of paths by which they may achieve selected educational objectives; and (3) improved means must be developed to evaluate achievement so that a high standard of quality consistent with the University's tradition can be maintained (p. 58).

The Plan reported that Penn State has historical strengths in its professional programs that must be sustained, but it must keep aware of changing societal demand, and of new progressions as they emerge (p. 59). The mission of the University includes the following statements:

> The educational program of a comprehensive state university must be planned strategically in terms of a broad societal mission, but, above all, it must be planned to relate to people (15);
>
> A continuing insistence that the University extend its services to the public at large is essential if Penn State is to meet its responsibilities to the Commonwealth (p. 17); and
>
> Equality of access, diversity, and flexibility of programming, effective resource use, and societal relevance continue to be high priority objectives for Penn State's future development (p. 18).

The Health Occupations Teacher Education Program represents a method by which the projected objectives of the University as specified in the Academic Policy Plan (1972) will be met.

> --achieve diversity of programs while permitting transfer of students between programs and encouraging full mobility between levels of programs for students seeking enhancement of opportunity, self-renewal, and lifelong learning;
>
> --ensure flexibility of programs to meet changing needs of society without losing unique and needed competencies;
>
> --develop approaches to programming that make the most effective use of the resources of the University and of the Commonwealth, even though some approaches may be very different from those traditionally associated with Penn State;
>
> --continue to develop new programs having significance for society as a whole even beyond those broad concerns that are important to the Commonwealth (p. 18).

The program is in agreement with the mission statement for the Commonwealth University segment in the Master Plan for Higher Education in Pennsylvania...To educate professional personnel needed for the Commonwealth's social and economic development (p. 19).

The basic values which characterize the development of Penn State are addressed in the following observation: "The rapid rate of change in contemporary society dictates that the University's curricula

adjust at the same swift pace if the needs of students and society are to be met; and the University's student body should be fully representative of the people of the State who desire and can profit from a college education" (p. 20). "The University should emphasize and support the development and application of fresh designs for courses and curricula and this application should be encouraged in an experimental setting that will yield an objective evaluation of results" (p. 56).

Health Occupations Teacher Education Program

The Health Occupations Teacher Education Program is planned to meet the present and future needs of teachers in secondary and post-secondary health occupations education programs by preparing teachers who are competent to:

1. develop health occupations education curriculum for preparation of health care personnel;
2. teach health occupations education classes;
3. prepare health occupations education students to become better practitioners thus improving health services to society;
4. evaluate their program for revision by remaining sensitive to the everchanging technology and trends in health occupations; and
5. ultimately prepare more practitioners in the health care delivery system.

The objectives of the program are in keeping with the mission and the educational goals of The Pennsylvania State University. The Academic Policy Plan (1972) noted "There must be a continuous modification of

the curricula and instructional processes. Changing manpower demands alter the character of professional education. New specialties and professions emerge for which the University must organize curricula...The professional schools must continue to modify programs and curricula to insure the University meets society's needs and remains current in a rapidly changing environment." (p. 59). The Master Plan for Higher Education in Pennsylvania includes a mission statement for the Commonwealth University segment...: "To educate professional personnel needed for the Commonwealth's social and economic development."...In looking to the future, Penn State has identified several high priority objectives including one which calls for the University to develop new programs having significance for society as a whole even beyond those broad concerns that are important to the Commonwealth (Academic Policy Plan, 1972, p. 18).

Admission Requirements

Health Occupations Education is a new and expanding field in vocational education at both the secondary and postsecondary levels. There is a need for qualified teachers who have both the technical competency in a related health occupation and the general education and professional background provided within the baccalaureate degree program of studies. In addition to the requirements stated within The Pennsylvania State University Bulletin, the applicant must:

1. submit evidence of certification, registration, or current licensure by the American Medical Association, American Dental Association, State Board of Nurse Examiners, or other appropriate professional agency in a health field;

2. request that technical schools or colleges previously attended submit an official transcript directly to the Undergraduate Admissions Office. Transfer of credit will be awarded by the Undergraduate Admissions Office on an individual basis recognizing past schooling and experience in the specialty area;

3. submit documented evidence for the equivalent of two years of recent full-time work experience in a health occupation.

The requirement of work experience for credentialed health practitioners is important:

1. individuals may be wholly responsible for planning and teaching the skills area;

2. one cannot teach skills which one has not performed with speed and accuracy; therefore, one's skills are essential in teaching others;

3. the individual's skills verify his/her credibility with other practitioners in the cooperating agency; and

4. vocational certification standards mandate work experience of one to two years.

Moss (1971) reported that some teacher education institutions are beginning to award credit toward the baccalaureate degree for occupational competence and experience, whereas other institutions are designing career ladder experiences through partnership programs of a planned two-year plus two-year curriculum between community colleges and senior institutions. The 1977 annual report of the Advisory Council in Vocational Education speaks to this same issue in noting that professional development should include occupational or work experiences for credit and that efforts should be directed toward intensifying articulation among all levels of vocational/occupational education to foster a career continuum. Sharon (1976) developed a model for awarding college credit for work experience

and noted that priority should be given to those occupations in which:

1. relatively large numbers of students gain work experience,
2. prospects are for growth in employment, and
3. assessment is possible and economically feasible.

Health occupations fit all three criteria. Sharon (1976) proposed that both the norm-referenced and criterion-referenced approaches be used for assessment of occupational competency. The norm-referenced procedure involves a comparison of the learning of the student with that of a well-defined norm group whereas the criterion-referenced approach uses expert judgment in regard to the definition of satisfactory performance. According to Meyer (1976), the rationale for granting credit for prior learning is actually quite simple. When the learner is held to be the central figure in the education process, knowledge is valid regardless of source. Most of the faculty based programs which credit prior learning offer the following as a nearly self-evident truth: all experiences which reflect collegiate-level learning should be credited. Underlying all these statements is a sense that crediting prior learning is worth doing, almost unquestionably and obviously to those who have studied the issues. The process of granting credit for prior learning is clearly one of assessing and evaluating an individual's experiences or knowledge by one or more faculty members who have a set of standards against which to measure experiences and a set of criteria to accomplish this end. Meyer (1976) noted that by interweaving the world of work with the world of education, we can accomplish a truly integrated living-learning society.

The proposed major in Health Occupations Education is designed to satisfy certification requirements and standards for secondary schools set forth by the Pennsylvania Department of Education and the National Council for Accreditation of Teacher Education.

Proposed Model

Bachelor of Science Degree Program in Health Occupations Teacher Education
The Pennsylvania State University
Division of Occupational and Vocational Studies

A. Program Statement. Health Occupations Education is a new and expanding field in vocational education. The B.S. degree in Health Occupations Teacher Education is designed to qualify persons to teach in HOE programs at the secondary and postsecondary levels. 134 credits are required.

		1-3+	4-6+	7-9+	10-12+
I. Baccalaureate Degree Requirements (46 credits)**					
COMMUNICATIONS (9 credits)					
English Composition	(6)	x	-	-	-
Speech Communication 200	(3)	-	x	-	-
NATURAL SCIENCE (9 credits)					
Chemical Sci. Requirement	(3)	-	-	x	-
Biological Sci. Requirement	(3)	x	-	-	-
Physical Sci. Requirement	(3)	x	-	-	-
QUANTIFICATION (6 credits)					
Ed Psy 300	(3)	x	-	-	-
Mathematics	(3)	x	-	-	-
HEALTH SCIENCES, PHYSICAL EDUCATION AND PHYSICAL RECREATION (4 credits)					
Health Sciences or Nutrition	(1)	x	-	-	-
Physical Education	(3)	x	x	-	-
ARTS AND HUMANITIES (6 credits)					
Philosophy 4	(3)	x	-	-	-
Additional Requirement	(3)	-	-	x	-
SOCIAL AND BEHAVIORAL SCIENCES (12 credits)					
Sociology 1	(3)	x	-	-	-
Psychology 2	(3)	x	-	-	-
Additional Soc. Requirement	(3)	-	x	-	-
Additional Psy. Requirement	(3)	-	x	-	-

		1-3+	4-6+	7-9+	10-12+
II. Requirements for the Major (81 credits)*					
PRESCRIBED COURSES (37 credits)*					
CF Ed 115 Ed. in Am. Soc	(3)	x	-	-	-
CF Ed Requirement	(3)	-	-	-	x
ED Psy 10 Pupil Diff Ed Rdn	(3)	-	x	-	-
ED Psy 14 Learning & Instruction	(3)	-	-	x	-
VO Ed 1v Vocational Education	(2)	x	-	-	-
HOE 101v Exp. in Teach Voc. Subj.	(1)	x	-	-	-
HOE 105v Occ. Analysis & Course Constr.	(3)	-	x	-	-
HOE 207v Curric. Mat & Eval.	(3)	-	x	-	-
HOE 208v Shop Organiz. & Mgmt.	(3)	-	-	x	-
HOE 309v Instr. Methods	(3)	-	-	x	-
HOE 319v Observ. & Practice Tching	(8)	-	-	-	x
HOE 323v Voc. Student Organiz. or	(2)	-	-	-	x
VO Ed 413v Voc. Ed. for Sp. Needs Lrn.	(2)	-	-	-	x
ADDITIONAL COURSES (44 credits)					
HOE 350v Trends & Issues in Hlth Care Field	(3)	-	-	-	x
HOE 399v Completion of a specialty within the health field with evidence of certification, registration, or current licensure.	(24-38)	x	x	x	x
HOE 460v Occ. Areas in Hlth Field	(3)	-	-	-	x
III. Electives (7 credits)++					

*Grade of "C" or better required; may not be taken PASS/FAIL
**Maximum of 12 credits from these courses may be taken PASS/FAIL
***Admission Requirements

1. The applicant must submit evidence of certification, registration, or current licensure in a health field by the American Medical Association, American Dental Association, State Board of Nurse Examiners, or other appropriate professional organizations.
2. The applicant must request the technical school or college attended to submit an official transcript directly to the Undergraduate Admissions Office. Transfer of credit will be awarded by the Undergraduate Admissions Office on an individual basis recognizing past schooling and experience in the specialty area.
3. The applicant must submit documented evidence for the equivalent of two (2) years of recent full-time work experience in his/her health occupation.

Administration

The Health Occupations Teacher Education Program will be administered by the Division of Occupational and Vocational Studies in the College of Education. The faculty member whose expertise is in health occupations education will be responsible for the administration of the program within the Division.

The University Faculty Senate voted on Tuesday, May 9, 1978 to approve the Baccalaureate Degree Requirements for each College in the University. The new BDR sets at 46 the number of credits needed by degree candidates to satisfy general education requirements. According to the Penn State Intercom (May 11, 1978), Dr. Thomas Larson reported that "The curriculum may be the most important thing a University says about itself." In the same issue, Provost Edward Eddy stated "the report begins to do something we need to do badly and that is to say what an educated person is." There are four specific conditions of implementation:

1) pass-fail courses cannot be used to satisfy baccalaureate degree requirements;

2) when a student changes major, the courses taken under his/her old major to satisfy the 27 credit "distribution or breadth" requirement will be accepted by the student's new department;

3) each major will identify the 46 credits required for the general education section of its degree requirements and will prepare them for publication in the undergraduate catalog; and

4) departments and programs are to submit plans for meeting the requirements by May 1, 1979.

Faculty from Vocational Industrial Education will be used in teaching those professional classes in which they have recognized

expertise. The Academic Policy Plan in speaking to objectives of the future stated that Penn State must "develop approaches to programming that make the most effective possible use of the resources of the University...even though some approaches may be very different from those traditionally associated with Penn State" (p. 18). The courses listed under Requirements for the Major are cross-referenced with Vocational Industrial Education. It is anticipated that course enrollments will include some students who are registered in the course as VIED, and others who are registered in the course as HOE. As vocational education moves toward competency-based education, more self-directed instructional materials will be available for persons with special interests within each of the proposed classes. The health occupations faculty member will supplement the instructional program in each of the proposed courses by serving as resource persons and by providing relevant materials directly related to the needs of health occupations education students. Additional responsibilities of the health occupations faculty member will be to teach the courses, HOE 350v and HOE 460v, and to supervise the student teaching practicums, HOE 101v and HOE 319v. HOE 101v and HOE 319v will utilize area vocational-technical schools, comprehensive high schools, and community colleges for field based experiences in health occupations education. The health occupations faculty member will be expected to advise students motivated in this major. The advisement process will necessitate the evaluation of credentials representing the student's previous experience and projection of a plan of study pursuant to the student's completion of degree requirements.

Vocational education recognizes that both work experience and educational preparation are needed for teaching. The courses, listed under Requirements for the Major, focus on process and methods of teaching as opposed to content. These courses will assist the student to develop pedagogical skills.

HOE 399v permits the transfer of technical credit to a maximum of 38 credits. The survey of other states depicted 10 to 60 credits accepted for the technical and competency field. Individuals from the health fields are listed below and would have transfer of their technical field credits within a range of 2ø to 38 credits:

Diploma graduate, School of Nursing - 38 credits
Associate Degree in nursing - depends on technical field credits
Medical Assistant, Associate Degree - depends on technical field credits
Dental Assistant, Associate Degree - depends on technical field credits
X-ray Technician, Associate Degree - depends on technical field credits
Dental Hygienist, Associate Degree - depends on technical field credits

HOE 350 and HOE 460 will stress the role of a generalist rather than a specialist to provide for a broader base of knowledge and experience in the spectrum of health services. HOE 350 will address the trends and issues of the health care needs of the American people, the health care delivery systems, and the roles of health care workers. HOE 460 will broaden the student's understanding of the total health field by addressing the development in and among key occupational areas.

CHAPTER IV

SUMMARY

Health occupations education is a new and expanding field in vocational education at both the secondary and postsecondary levels. Predictions are that the health industry will be the nation's largest employer as the demands of society for more and better health services increase and become more widespread. Factors influencing these demands include lower mortality rate at birth and among infants, longer life span, greater public awareness of preventive and therapeutic health measures, increased number and use of available medical insurance health plans, federal legislation which subsidizes health care for specific subgroups as medicare and medicaid, expanding medical knowledge, and the rapid increase of technical health care equipment.

Health occupations education can become a growing force that speaks to the health care needs of this nation as one of the major industries. There are two forces working for changes in the delivery of health care. The technological advances such as computers and other electronic equipment that are found in heart surgery, renal dialysis, but they can only be viewed as added tools for human skills of judgment and concern.

The second force is the important social change that has occurred; the demand for health care delivered equally to all segments of the population. This demand calls for improved utilization of personnel new employed with an increase in the numbers of available prepared health care workers.

With the demand for health care workers, the nation will require qualified teachers who have both the technical competency in a related health occupations as well as the general education and professional knowledge provide within the baccalaureate degree program. Teachers as well as health occupations education practitioners will need continuing education to maintain competency in their specialty and to address current issues in health occupations education.

The proposed curriculum for health occupations teacher education has received the approval and support of the Division of Occupational and Vocational Studies. Currently, it is being reviewed by the College of Education prior to submission to the University Senate.

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